



# **Health Report**

## **Dealing with Distractions and Overreactions**

Lesson Plan  
*by Jill Robbins, Ph.D.*

Level: Intermediate

# Introduction

This lesson plan is to accompany the VOA Learning English **Health Report** story, Dealing with Distractions and Overreactions.

Depending on the length of the class period, this lesson may cover more than one session. The approach used in this lesson is based on the CALLA approach. See the end of the lesson for more information and resources on teaching with the CALLA approach.

# Lesson Elements

**Prepare**

**Present**

**Practice**

**Self-Evaluate**

**Expand**

# Prepare

Find out how much students know about the topic of Attention Deficit / Hyperactivity Disorder by asking questions such as:

- *Do you ever have trouble paying attention?*
- *Do you know about people who have this problem?*

Lead a discussion on the topic. Then, make sure they know the key vocabulary words from this story.

# Vocabulary

**task** – *n* a piece of work that has been given to someone : a job for someone to do

**task at hand** – *idiom*. a piece of work that someone is currently working on

**negative** – *adj.* expressing dislike or disapproval

**feedback** – *n.* helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.

**bully** – *v.* to use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.

**roller coaster** - *n.* a situation or experience that involves sudden and extreme changes

**prescription** - *n.* a medicine or drug that a doctor officially tells someone to use

# Present

Explain “Today we’re going to **act it out**. This strategy helps us understand by *dramatizing* the new things we learn while reading. Dramatizing what we read will help us understand and remember it better. This story tells us about what happened between a mother, Katharine Ellison, and her son, Buzz. Let’s plan how to dramatize the story by taking notes on things the mom does and things Buzz does.”

Pass out sheets of paper or ask students to take out their notebooks.

“Let’s start by drawing a table. Label one column Katharine Ellison and the other column Buzz Ellison. As we read the first part of the story, look for something one of the characters did. Make a note on your paper.”

Show students the graphic on the next slide. Then play the first part of the story, to “*He did not pay attention to his teachers and could not focus on the task at hand.*”

## Character Notes on “Dealing with Distractions and Overreactions”

Katharine Ellison	Buzz Ellison

Stop the recording and ask, “Ok, what did Katharine do? Write some notes on your paper.” Students should write notes as shown on the next slide.

Ask one student to help you dramatize the story based on the notes.



## Character Notes on “Dealing with Distractions and Overreactions”

Katharine Ellison	Buzz Ellison
Yelled at her son to be quiet, to sit still, to stay on task Wrote a book	Jumped up and down in class Didn't pay attention to hid teachers Didn't focus on tasks

Say, “Let’s imagine I’m Ms. Ellison. (Student name) is Buzz. We’ll act out the first part together.”

Confer with the student; they don’t need to talk, just sit in a chair and then jump up. Speak sharply to the student:

“Buzz, sit down! Do your homework!”

# Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to take note of what each person did. Remember, you will work with a classmate to ***dramatize***, or ***act out***, the events in the story.”

Play the story to “They researched treatments and doctors.”

Next, ask students to work with a neighbor to act out the story. Have a pair or two show the class how they dramatized this part of the story. Update the table as on next slide.

## Character Notes on “Dealing with Distractions and Overreactions”

Katharine Ellison	Buzz Ellison
<p>Yelled at her son to be quiet, to sit still, to stay on task</p> <p>Wrote a book</p> <p>-----</p> <p>Was impatient with Buzz</p> <p>Didn't smile at him or hug him</p> <p>Decided to write a book with Buzz on ADHD</p> <p>Learned about ADHD with Buzz – researched doctors and treatments</p>	<p>Jumped up and down in class</p> <p>Didn't pay attention to hid teachers</p> <p>Didn't focus on tasks</p> <p>-----</p> <p>Got bullied at school</p> <p>Got negative feedback</p> <p>Signed a contract to cooperate with Katharine on the book</p> <p>Learned about ADHD with Katharine</p>

Say, “Let’s read the rest of the story now. Check to see if there is more about Katharine or Buzz.”

Play to the end of the story. Repeat the procedure in which students plan and dramatize the end of the story. Compare their answers to the table on the next slide.

## Character Notes on “Dealing with Distractions and Overreactions”

Katharine Ellison	Buzz Ellison
<p>Yelled at her son to be quiet, to sit still, to stay on task</p> <p>Wrote a book</p> <p>-----</p> <p>Was impatient with Buzz</p> <p>Didn't smile at him or hug him</p> <p>Decided to write a book with Buzz on ADHD</p> <p>Learned about ADHD with Buzz – researched doctors and treatments</p> <p>-----</p> <p>Spending more time with Buzz</p>	<p>Jumped up and down in class</p> <p>Didn't pay attention to hid teachers</p> <p>Didn't focus on tasks</p> <p>-----</p> <p>Got bullied at school</p> <p>Got negative feedback</p> <p>Signed a contract to cooperate with Katharine on the book</p> <p>Learned about ADHD with Katharine</p> <p>-----</p> <p>More focused on school work</p> <p>Learning to play tennis</p>

# Self-Evaluation

Explain to students: “Acting out what we learn is a strategy that works for some people. How did it work for you? Let’s see how much you can remember now.”

Have students change to work with another partner. Ask them to tell what they remember of the story in their own words.

# Expand

Wrap up the lesson by asking students to think of other times they can **act it out** and *dramatize* the events of a story. Possible answers are 'reading fiction, studying history, or writing a biography.

Encourage students to go home and **act it out** with a homework assignment; or material being learned in their next class.

# About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.





The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.





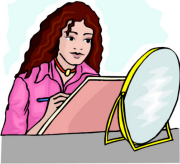
Below is an illustrated list of language learning strategies.









# Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>METACOGNITIVE STRATEGIES</b>		
Plan / Organize	 <p>Planner</p>	<p>Before beginning a task:</p> <ul style="list-style-type: none"> <li>-Set goals.</li> <li>-Plan the task or content sequence.</li> <li>-Plan how to accomplish the task (choose strategies).</li> <li>-Preview a text.</li> </ul>
Monitor / Identify Problems	 <p>Check</p>	<p>While working on a task:</p> <ul style="list-style-type: none"> <li>-Check your progress on the task.</li> <li>-Check your comprehension as you use the language. Do you understand? If not, what is the problem?</li> <li>-Check your production as you use the language. Are you making sense? If not, what is the problem?</li> </ul>
Evaluate	 <p>I did it!</p>	<p>After completing a task:</p> <ul style="list-style-type: none"> <li>-Assess how well you have accomplished the learning task.</li> <li>-Assess how well you have used learning strategies.</li> <li>-Decide how effective the strategies were.</li> <li>-Identify changes you will make the next time you have a similar task to do.</li> </ul>
Manage Your Own Learning	 <p>Pace Yourself</p>	<ul style="list-style-type: none"> <li>-Determine how you learn best.</li> <li>-Arrange conditions that help you learn.</li> <li>-Seek opportunities for practice.</li> <li>-Focus your attention on the task.</li> </ul>


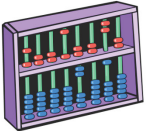
# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
 <p style="text-align: center;"><b>USE WHAT YOU KNOW</b></p>		
Use Background Knowledge	 <p style="text-align: center;">I know.</p>	<ul style="list-style-type: none"> <li>-Think about and use what you already know to help you do the task.</li> <li>- Make associations between new information and your prior knowledge.</li> <li>-Use new information to clarify or modify your prior knowledge.</li> </ul>
Make Inferences	 <p style="text-align: center;">Use Clues</p>	<ul style="list-style-type: none"> <li>-Use context and what you know to figure out meaning.</li> <li>-Read and listen between the lines.</li> <li>-Go beyond the text to understand its meaning.</li> </ul>
Make Predictions	 <p style="text-align: center;">Crystal Ball</p>	<ul style="list-style-type: none"> <li>-Anticipate information to come.</li> <li>-Make logical guesses about what will happen in a written or oral text.</li> <li>-Make an estimate (math).</li> <li>-Make a hypothesis (science).</li> </ul>
Personalize	 <p style="text-align: center;">Me</p>	<ul style="list-style-type: none"> <li>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</li> </ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Transfer / Use Cognates	 Coffee/Café	<ul style="list-style-type: none"> <li>-Apply your linguistic knowledge of other languages (including your native language) to the target language.</li> <li>-Recognize cognates.</li> </ul>
Substitute / Paraphrase	 Make it work	<ul style="list-style-type: none"> <li>-Use a synonym or descriptive phrase for unknown words or expressions.</li> </ul>
  <b>USE YOUR SENSES</b>		
Use Images	 See it in your mind	<ul style="list-style-type: none"> <li>-Use or create an actual or mental image to understand and/or represent information.</li> <li>-Use or draw a picture or diagram.</li> </ul>
Use Sounds	 Sound Out	<ul style="list-style-type: none"> <li>-Say or read aloud a word, sentence, or paragraph to help your understanding.</li> <li>-Sound out/vocalize.</li> <li>- Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.</li> </ul>


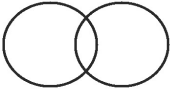


# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY		DESCRIPTION
<b>TASK-BASED STRATEGIES</b>		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> <li>--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.</li> <li>-Use real objects to help you remember words, sentences, or content information.</li> </ul>
  <b>USE YOUR ORGANIZATIONAL SKILLS</b>		
Find/Apply Patterns	 abacus	<ul style="list-style-type: none"> <li>-Apply a rule.</li> <li>-Make a rule.</li> <li>-Recognize and apply letter/sound, grammar, discourse, or register rules.</li> <li>-Identify patterns in literature (genre).</li> <li>-Identify patterns in math, science, and social studies.</li> </ul>
Classify/Sequence	 Life cycle	<ul style="list-style-type: none"> <li>-Categorize words or ideas according to attributes.</li> <li>-Classify living things; identify natural cycles.</li> <li>-Identify order and sequences in math, science, and social studies.</li> <li>-Sequence events in history.</li> </ul>





# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY		DESCRIPTION
<b>TASK-BASED STRATEGIES</b>		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> <li>--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.</li> <li>-Use real objects to help you remember words, sentences, or content information.</li> </ul>
  <b>USE YOUR ORGANIZATIONAL SKILLS</b>		
Find/Apply Patterns	 abacus	<ul style="list-style-type: none"> <li>-Apply a rule.</li> <li>-Make a rule.</li> <li>-Recognize and apply letter/sound, grammar, discourse, or register rules.</li> <li>-Identify patterns in literature (genre).</li> <li>-Identify patterns in math, science, and social studies.</li> </ul>
Classify/Sequence	 Life cycle	<ul style="list-style-type: none"> <li>-Categorize words or ideas according to attributes.</li> <li>-Classify living things; identify natural cycles.</li> <li>-Identify order and sequences in math, science, and social studies.</li> <li>-Sequence events in history.</li> </ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Take Notes	 <p>PDA</p>	<ul style="list-style-type: none"> <li>-Write down important words and ideas while listening or reading.</li> <li>-List ideas or words to include in speaking or writing..</li> </ul>
Use Graphic Organizers	 <p>A Venn diagram</p>	<ul style="list-style-type: none"> <li>-Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.</li> </ul>
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> <li>-Create a mental, oral, or written summary of information.</li> </ul>
Use Selective Attention	 <p>Focus</p>	<ul style="list-style-type: none"> <li>-Focus on specific information, structures, key words, phrases, or ideas.</li> </ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
 		
<b>USE A VARIETY OF RESOURCES</b>		
Access Information Sources	 <p>Look it up!</p>	<ul style="list-style-type: none"> <li>-Use the dictionary, the internet, and other reference materials.</li> <li>-Seek out and use sources of information.</li> <li>-Follow a model</li> <li>-Ask questions</li> </ul>
Cooperate	 <p>Together</p>	<ul style="list-style-type: none"> <li>-Work with others to complete tasks, build confidence, and give and receive feedback.</li> </ul>
Talk Yourself Through It (Self-Talk)	 <p>I can do it!</p>	<ul style="list-style-type: none"> <li>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</li> </ul>